DOCUMENT RESUME

ED 074 871 FL 004 216

AUTHOR	La Noue, Joan; Shore, Marietta Saravia
TITLE	Content Analysis Schedule for Bilingual Education Programs: Bilingual Education Project for Navajo.
INSTITUTION	City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
PUB DATE	24 Apr 72
NOTE	39p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Biculturalism; *Bilingual Education; Bilingualism; Cognitive Development; *Content Analysis; *Curriculum Design; Educational Finance; *Elementary School Students; English; Kindergarten Children; Learning Theories; *Navaho; Program Costs; Self Esteem; Sociolinguistics; Student Grouping Tutoring
IDENTIFIERS	Monticello; *Project BEST; Utah

ABSTRACT

This content analysis schedule for the Bilingual Education Project for Navajo of Monticello, Utah, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include information on staff development, cross cultural awareness, and a parents' language usage survey. (SK)

FILMED FROM BEST AVAILABLE COPY

ERIC Copy

Project #207
Monticello,
Utah

PROJECT BEST
Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y.,N.Y.10021

ED 074871

2nd year data verified by Project

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

✓ Initial Proposal

✓ 2nd Year Continuation

✓ 3rd Year Continuation (on separate C.A.S.) Includes application for continuation; Navajo curriculum Project.

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation	1969-1970		
Pre-audit			
Interim audit			
Final audit	1969-1970		

Progress Report - Feb. 17, 1971

Progress Report - March 13, 1971

FL004 216

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Project BEST
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

TABLE OF CONTENTS

		PAGE
PROJECT IDENTIFICATION		
0.1	Project Number	1
0.2	Name of Project	1
0.3	Address of Project (number and street)	1
0.4	City and State of Project	1
0.5	State (checklist)	1
1.0	PROJECT HISTORY, FUNDING AND SCOPE	
	1.1 Year Project Began under Title VII	1
2.0	FUNDING	
	2.1 Funding of Bilingual Program, Prior to Title VII	1
	2.2 Year Prior Funding Began	1
	2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program	1
	2.4 Source of Prior Bilingual Program Funding	1
	2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program	1
	2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII	1
	2.7 Source of Concurrent Funding	1
	2.8 Total Title VII Grant (first year)	1
3.0	UNIVERSITY Involvement with Project	1
4.0	SCOPE OF PROJECT	
	4.1 Number of Schools Involved	2
	4.2 Students - total number	2
	4.3 Students - grade level, number of classes, and number of students by grouped grade levels	2
	4.4 Non-graded classes	2
PROCESS VARIABLES		
5.0	STUDENTS (sociolinguistic)	
	5.1 Students' Dominant and Native Language and Cultural Affiliation (chart)	2
	5.2 Cultural or Ethnic Identification of Target Students	3
	5.3 Ethnic Identity of English Mother Tongue Students	3
	5.4 Students' Native Language if Different from Dominant Language	3
	5.5 Students' Dominant Language and Extent of Bilingualism	3
	5.6 Recruitment of Students	4
	5.7 Proportion of EMT Pupils in Project Area	4
	5.8 Community Characteristics	4
	5.9 Socio-Economic Status of N-EMT Participating Students	4
	5.10 Socio-Economic Status of EMT Participating Students	4
	5.11 Proportion of Migrant Students in Project	4
6.0	SOCIOLINGUISTIC SURVEY	
	6.1 Existence of Survey	4
	6.2 Groups Included in Survey	4
	6.3 Language Dominance by Domains and through Various Means of Communication	4
	6.4 Determination of Students' Language Dominance (if not in Survey)	5
	6.5 Survey Includes Determination of any Inter-Language in Community	5
	6.6 N-EMT Parental Attitudes	

0.4 City and State of Project 1
0.5 State (checklist) 1

1.0 PROJECT HISTORY, FUNDING AND SCOPE
1.1 Year Project Began under Title VII 1
2.0 FUNDING
2.1 Funding of Bilingual Program, Prior to Title VII 1
2.2 Year Prior Funding Began 1
2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program 1
2.4 Source of Prior Bilingual Program Funding 1
2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program 1
2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII 1
2.7 Source of Concurrent Funding 1
2.8 Total Title VII Grant (first year) 1
3.0 UNIVERSITY Involvement with Project 1
4.0 SCOPE OF PROJECT
4.1 Number of Schools Involved 2
4.2 Students - total number 2
4.3 Students - grade level, number of classes, and number of students by grouped grade levels 2
4.4 Non-graded classes 2

PROCESS VARIABLES
5.0 STUDENTS (sociolinguistic)
5.1 Students' Dominant and Native Language and Cultural Affiliation (chart) 2
5.2 Cultural or Ethnic Identification of Target Students 3
5.3 Ethnic Identity of English Mother Tongue Students 3
5.4 Students' Native Language if Different from Dominant Language 3
5.5 Students' Dominant Language and Extent of Bilingualism 3
5.6 Recruitment of Students 4
5.7 Proportion of EMT Pupils in Project Area 4
5.8 Community Characteristics 4
5.9 Socio-Economic Status of N-EMT Participating Students 4
5.10 Socio-Economic Status of EMT Participating Students 4
5.11 Proportion of Migrant Students in Project 4
6.0 SOCIOLINGUISTIC SURVEY
6.1 Existence of Survey 4
6.2 Groups Included in Survey 4
6.3 Language Dominance by Domains and through Various Means of Communication 4
6.4 Determination of Students' Language Dominance (if not in Survey) 5
6.5 Survey Includes Determination of any Inter-Language in Community 5
6.6 N-EMT Parental Attitudes toward Language Maintenance or Shift 5
6.7 EMT Parental Attitudes toward Second Language Learning 5
6.8 Student Attitudes toward Native and Second Language Learning 5
6.9 Community Attitudes toward Maintenance 5
6.10 Survey's Impact on Program 5
7.0 STAFF SELECTION
7.1 Linguistic Background of Project Teachers 5
7.2 Linguistic Background of Project Aides or Paraprofessionals 6
7.3 Dominant and Native Languages Used by Bilingual Teachers 6
7.4 Dominant and Native Languages Used by Aides 6
7.5 Cultural Affiliation of Teachers, Aides, Project Director and Evaluators 6
7.6 Selection of N-EMT Teachers from Local Community 7
7.7 Proportion of Teachers and Aides of Same Cultural Background as N-EMT Students 7
7.8 Teacher Qualifications (Training Prior to Project) 7
8.0 STAFF DEVELOPMENT
8.1 Areas of Training for Teachers and for Paraprofessionals 7
8.2 Stated Goals of Teacher Training 7
8.3 Methods of Teacher Training 8
8.4 Provision of Time for Joint Lesson Planning (Teachers and Paraprofessionals) 8
8.5 Provision for Paraprofessionals to Receive Credit toward Certification 8
8.6 Role of Paraprofessionals 8
8.7 Personnel Training Project Teachers and Paraprofessionals 8
8.8 Extent of Bilingualism and Biculturalism of Personnel Training Staff 8
8.9 Period When Training Is Provided 8

		PAGE
	8.10 Extent of Training	8
	8.11 Proportion of Teachers Attending Training	8
9.0	TEACHERS' ATTITUDES	
	9.1 Assesment of Teachers' Attitudes	8
10.0	STAFF PATTERNS	
	10.1 Kinds of Staff Patterns	9
	10.2 Staff	9
	10.3 Pupils per Class	9
	10.4 Aides/Paraprofessionals per Class	9
	10.5 N-EMT or Bilingual Aides/Paraprofessionals per Class	9
	10.6 Methods of Providing Special Aid to Pupils Having Most Difficulty in Learning	9
11.0	INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT	
	11.1 Duration of Bilingual Education (Policy)	9
	11.2 Projected Duration of Project Instruction through N-EMT Language (in years)	9
	11.3 Grade When Second Language Learning Is Introduced	9
	11.4 Projected Linking of Current Project to Future Bilingual Program	10
	11.5 Projected Duration of Second Language Learning for English Dominant Students	10
	11.6 Projected Duration of Learning in Native Language for N-E Dominant Students	10
	11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant	10
	11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant	10
	11.13 Program Type - One Way	11
	11.14 - 11.16 Instructional Time in and through Second Language for EMT Students	11
	11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom	11
12.0	METHODS OF SECOND LANGUAGE TEACHING	11-12
13.0	DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE	
	13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages	12
	13.2 Relation of Reading and Writing to Listening, Speaking	12
	13.3 Determination of Listening, Speaking Proficiency	12
	13.4 Relationship of Learning Native and Second Language Reading Skills	12
	13.5 Period Reading Is Introduced	13
	13.6 Determination of Reading Readiness	13
	13.7 Projected Grade for Grade Level Reading in Dominant and Second Language	13
	13.8 Projected Grade for Grade Level Academic Achievement in Second Language	13
14.0	INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING	13
15.0	TREATMENT OF CHILD'S LANGUAGE	14
16.0	MATERIALS	
	16.1 Reading Materials - Types	14
	16.2 Reading Material in Child's Dialect	14
	16.3 Materials and Techniques for Second Language Learning	14
	16.4 Sources of Materials in Language other than English	15
	16.5 Specific Bilingual/Bicultural Materials Used	15
17.0	STUDENT GROUPING	
	17.1 Mixed or Separated by Dominant Language	15
	17.2 Size of Groups	15
	17.3 Criteria for Grouping	15
18.0	TUTORING	
	18.1 Student Tutoring	15
	18.2 Paraprofessional Tutoring	15
	18.3 Parent Tutoring	16
	18.4 Training of Parent Tutors	16
19.0	CURRICULUM PATTERNS	16
20.0	COGNITIVE DEVELOPMENT	
	20.1 In Early Childhood	16
	20.2 In Later Grades	16
21.0	SELF ESTEEM	17

11.1 Duration of Bilingual Education (Policy)
11.2 Projected Duration of Project Instruction through N-EMT Language (in years) 9
11.3 Grade When Second Language Learning Is Introduced 9
11.4 Projected Linking of Current Project to Future Bilingual Program 10
11.5 Projected Duration of Second Language Learning for English Dominant Students 10
11.6 Projected Duration of Learning in Native Language for N-E Dominant Students 10
11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant 10
11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant 10
11.13 Program Type - One Way 11
11.14 - 11.16 Instructional Time in and through Second Language for EMT Students 11
11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom 11
12.0 METHODS OF SECOND LANGUAGE TEACHING 11-12
13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE
13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages 12
13.2 Relation of Reading and Writing to Listening, Speaking 12
13.3 Determination of Listening, Speaking Proficiency 12
13.4 Relationship of Learning Native and Second Language Reading Skills 12
13.5 Period Reading Is Introduced 13
13.6 Determination of Reading Readiness 13
13.7 Projected Grade for Grade Level Reading in Dominant and Second Language 13
13.8 Projected Grade for Grade Level Academic Achievement in Second Language 13
14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING 13
15.0 TREATMENT OF CHILD'S LANGUAGE 14
16.0 MATERIALS
16.1 Reading Materials - Types 14
16.2 Reading Material in Child's Dialect 14
16.3 Materials and Techniques for Second Language Learning 14
16.4 Sources of Materials in Language other than English 15
16.5 Specific Bilingual/Bicultural Materials Used 15
17.0 STUDENT GROUPING
17.1 Mixed or Separated by Dominant Language 15
17.2 Size of Groups 15
17.3 Criteria for Grouping 15
18.0 TUTORING
18.1 Student Tutoring 15
18.2 Paraprofessional Tutoring 15
18.3 Parent Tutoring 16
18.4 Training of Parent Tutors 16
19.0 CURRICULUM PATTERNS 16
20.0 COGNITIVE DEVELOPMENT
20.1 In Early Childhood 16
20.2 In Later Grades 16
21.0 SELF ESTEEM 17
22.0 LEARNING STRATEGIES 17
23.0 BICULTURAL COMPONENT
23.1 Type 17
23.2 Cross-Cultural Awareness 18
23.3 Decreasing Ethnocentrism 18
23.4 Extent of Learning About N-EMT Culture 18
23.5 Definition of American Culture 18
24.0 COMMUNITY COMPONENT
24.1 Bilingual Libraries 18
24.2 Ethnic Studies Library 18
24.3 Program Dissemination to Community 19
24.4 Methods Used to Seek Community Involvement in Formulation of Program Policies 19
24.5 Methods Used to Keep Program Informed About Community 19
24.6 Means by which School Is Open to Community 19
25.0 IMPACT EVALUATION 19-20
26.0 EVALUATOR'S ROLE 20
27.0 EVALUATION PROCEDURE 20

Developed by Marietta Saravia Shore
Coordinator, BEARU

bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 207

VERIFIED by project

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant Joan LaNoue / mss. Date 4/24/72

0.2 Name of Project Bilingual Education Project for Navajo
San Juan School District

0.3 Address of Project P.O. Box 218

0.4 Monticello, Utah 84535

.05 STATE 0.5 26

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	(26)-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No.
97 - (1969)
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 (1)-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 1

2.2 Year prior funding began 1965-66 (Title I, ESEA) 2.2 1965

2.3 Prior bilingual program involved: 2.3 1
(1)-early childhood (Pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 1,2,5
(1)-local 4-university
(2)-state (5)-federal (specify)
3-foundation 6-other (specify)

2.5 (1)-CONCURRENT funding of program(s), if cooperating with Title VII program 2.5 1

0.3 Address of Project P.O. Box 218

0.4 Monticello, Utah 84535

.05 STATE 0.5 26

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	(26)-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: (see Project No. 97 - (1969); 07 - 1970; 17 - 1971) 1.1 97

2.0 FUNDING (Mark all that apply)

2.1 (1)-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 1

2.2 Year prior funding began 1965-66 (Title I, ESEA) 2.2 1965

2.3 Prior bilingual program involved: 2.3 1
(1)-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 1,2,5
(1)-local 4-university
(2)-state (5)-federal (specify)
3-foundation 6-other (specify)

2.5 (1)-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 1

2.6 Concurrent program cooperating with Title VII involves: 2.6 1,2,3,4
(1)-early childhood (pre K + K)
(2)-elementary students (grades 1-6)
(3)-secondary students (grades 7-12)
(4)-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 1,2,4,5
(1)-local (4)-federal (specify) Title I & Head Start
(2)-state (5)-other (specify) Vocational Education, Adult Basic Education
3-university 6-foundation support

Utah Div. of Indian Affairs--Education Program

2.8 Total Title VII grant (first year only) 2.8 $66,500

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year) 2.9 50,000

3.0 (1)-If a UNIVERSITY is working with the Title VII program, specify which: Brigham Young U. 3.0 1
0-none

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 3

1-one 4-four 0-not specified
2-two 5-five
(3)-three 6-other

4.2 Total number of students in program A. First year 4.2 A 131
B. Second year B 210
C. Third year C 300 est.

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
(K)-Kndgtn	3
PSK 81 TOTAL NO. students PS and K	
(1)-grade 1	3
(2)-grade 2	3
3-grade 3	
4-grade 4	
5-grade 5	
6-grade 6	
A 129 TOTAL students gr. 1-6	

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	
B TOTAL students gr. 7-9	
10-grade 10	
11-grade 11	
12-grade 12	
C TOTAL students gr. 10-12	

4.4 (1)-All classes graded 4.4 1
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 154	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 56

I Total Non-English Dominant: 154 II Total English Dominant: 56

5.0		No.	%
NE dom N-EMT	I	154	73
E dom NEMT	II_1		
E-Dom EMT	II_2	56	27
Total E-Dom II= II_1 + II_2		56	27

grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes	Grade	Number of Classes
PS-PreSchool	.....	7-grade 7	.....
K-Kndgtn	3	8-grade 8	.....
PSK 81 TOTAL NO. students PS and K		9-grade 9	.....
		B ..... TOTAL students gr. 7-9	
1-grade 1	3	10-grade 10	.....
2-grade 2	3	11-grade 11	.....
3-grade 3	.....	12-grade 12	.....
4-grade 4	_____	C ..... TOTAL students gr. 10-12	
5-grade 5	_____		
6-grade 6	_____		
A 129 TOTAL students gr. 1-6			

4.4 1-All classes graded — 4.4 1
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: .....

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 154	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT 56
	I Total Non-English Dominant: 154	II Total English Dominant: 56

5.0		No.	%
NE dom N-EMT	I	154	73
E dom NEMT	II_1	....	...
E-Dom EMT	II_2	56	27
Total E-Dom II= II_1 + II_2		56	27

KEY:	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
(A1) Navajo	A1	154	73 %	
A2 Cherokee	A2		%	
A3 Other (specify)	A3		%	
A TOTAL No. of American Indian A			%	
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1		%	
B2 Puerto-Rican	B2		%	
B3 Cuban	B3		%	
B4 Other Spanish-American (specify)	B4		%	
B TOTAL No. of Spanish-speaking Americans	B		%	
C Portuguese-American	C		%	
D Franco-American	D		%	
F Chinese-American	F		%	
G Eskimo	G		%	
H Russian	H		%	
J Other	J		%	
I TOTAL number of N-ENT target students		154	73 %	

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1	E1		%	
E2 Anglo	E2	56	27 %	X
II TOTAL number of ENT students other than target population		56	27 %	

5.4 Students' native language or mother tongue if DIFFERENT from dominant language

5.4 NA

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English			
2-Spanish			

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program		Number of Monolingual Students		Number of students Bilingual to any extent		
Number	%	not spec.	No. %	not spec.	only listening comprehension	speaking ability

B1 Mexican-American	B1	..... %	.....
B2 Puerto-Rican	B2	..... %	.....
B3 Cuban	B3	..... %	.....
B4 Other Spanish-American (specify)	B4	..... %	.....
B TOTAL No. of Spanish-speaking Americans	B	..... %	.....
C Portuguese-American	C	..... %	.....
D Franco-American	D	..... %	.....
F Chinese-American	F	..... %	.....
G Eskimo	G	..... %	.....
H Russian	H	..... %	.....
J Other	J	..... %	.....
I TOTAL number of N-EMT target students	154	73 %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1	E1	..... %	.....
E2 Anglo	E2 56	27 %	X
II TOTAL number of EMT students other than target population	56	27 %	.....

5.4 Students' native language or mother tongue if DIFFERENT from dominant language

5.4 NA

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
(E) 56	English	27	0	....	....	0	....	....	....	....
A	American Indian	....	....	....	....	....	....	....	....	....
(A1) 154	Navajo	73	....	154	almost 100	....	....	....	....	....
A2	Cherokee	....	....	....	....	....	....	....	....	....
A3	Keresan	....	....	....	....	....	....	....	....	....
A4	Other (spec.)	....	....	....	....	....	....	....	....	....
B	Spanish	....	....	....	....	....	....	....	....	....
C	Portuguese	....	....	....	....	....	....	....	....	....
D	French	....	....	....	....	....	....	....	....	....
F	Chinese	....	....	....	....	....	....	....	....	....
G	Eskimo	....	....	....	....	....	....	....	....	....
H	Russian	....	....	....	....	....	....	....	....	....
J	Other (spec.)	....	....	....	....	....	....	....	....	....

5.6 Recruitment of Students: 5.6 3

0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program; EMT's participation is voluntary
(3) - Both EMT and N-EMT participation is voluntary (to date, no one has refused to participate)

5.7 Proportion of EMT pupils in project area: see Chart C 5.7 over 50%
n.s - not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 4 (100%)

0 - not specified
1 - inner city-ghetto
2 - major city
3 - small city, town or suburb
(4) - rural (non-farm)
5 - other (specify)

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 50-74%
B. Average family income, if mentioned B. NS
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 0-10%
n.a. - not applicable (no EMT) 32% of county on welfare--95% Navajo
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 none
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 1
II 0

	I for N-EMT group	II for EMT group
(1) was made	1	
2 will be made		
0 not mentioned		

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 1
II 0

	I N-EMT	II EMT
(1) parents	1	
2 children		
3 teachers		
4 community		
5 others (specify)		

6.3 Language dominance of N-EMT groups (check A parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A X
B

see attached Xerox for chart 4a

0 - not specified
1 - inner city-ghetto
2 - major city
3 - small city, town or suburb
(4) - rural (non-farm)
5 - other (specify)

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) — 5.9 A. 50-74%
B. Average family income, if mentioned — B. NS
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank:) — 5.10 0-10%
n.a. - not applicable (no EMT) 32% of county on welfare--95% Navajo
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) — 5.11 none
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: — 6.1 I 1 / II 0

	I for N-EMT group	II for EMT group
(1) was made	1	
2 will be made		
0 not mentioned		

6.2 If a sociolinguistic survey was or will be made, mark all groups included: — 6.2 I 1 / II 0

	I N-EMT	II EMT
(1) parents	1	
2 children		
3 teachers		
4 community		
5 others (specify)		

6.3 Language dominance of N-EMT groups (check A__parents, B__children, C__teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always — 6.3 A X / B / C

see attached Xerox for chart 4a

DOMAINS:	USE NON-ENGLISH LANG.				USE ENGLISH			
	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home	X	X			X	X*		
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others (specify)								

*--22% never
50% sometimes
27% often

Question 6.3 4a

Parents Language Usage Survey

the San Juan School District," conducted by Kent D. Tibbitts during the 1967-1968 school year. Of the Navajo students attending San Juan High School during the school year, 40 per cent of their fathers had no formal education and 59 per cent of their mothers had never enrolled in school. As indicated in the following tables, less than half of the fathers were rated as speaking English "fairly well" or better while less than one-fourth of the mothers could communicate well in English. Over one-fourth of the mothers neither speaks nor understands English.

Ability of Parents of 1967-1968 San Juan High School Navajo Students To Use The English Language

Ability Rating	Per Cent	
	Father	Mother
Very Well	14	12
Fairly Well	27	12
Not Very Well	36	24
Only Understands But Does Not Speak English	12	22
Does Not Understand Or Speak English At All	10	28

The bilingual problem is further emphasized in the Tibbitts report when he found that in only about one in four Navajo homes is English spoken "often". The date in the following table from his report also indicates the severity of this problem. It can be noted that English is "never" spoken in 22 per cent of the Navajo homes.

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 1 / II 1

	I N-EMT	II EMT
(1)-inferred by use of surname	X	X
2-established by formal testing of students		
3-assessed by informal means (specify how)		
4-not mentioned		

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 0

An analysis to determine if an interlanguage exists in the community, e.g., a mixture of two languages which serves as a single system of communication for a group of people.

1-yes
0-no

Attitudes toward maintenance or shift:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 1

(1)-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 1

(1)-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 1

(1)-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 2

IP, p.41

1-will not be assessed
*(2)-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

*2-taped interviews & through Parent Advisory Council

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 1

0-not mentioned

1- Resulted in the establishment of curriculum committee to develop A-V culturally oriented curriculum materials

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

a group of people).
1-yes
0-no

Attitudes toward maintenance or shift:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English — 6.6 1
(1)-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language — 6.7 1
(1)-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language — 6.8 1
(1)-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? — 6.9 2
IP, p.41
1-will not be assessed
*(2)-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

*2-taped interviews & through Parent Advisory Council

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) — 6.10 1
0-not mentioned
1- Resulted in the establishment of curriculum committee to develop A-V culturally oriented curriculum materials

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

___ Language dominance not specified
X Mother tongue not specified
X not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

Cont. 71

& 1 Bilingual Specialist

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N= 9 Navajo
II E Dom EMT	N= 9 Anglo	N=
II_1 E Dom NEMT	N=	N=

A Total Number Monolingual ...9...
B Total Number Bilingual ...9...

Total Number of Teachers N ...18...

each class < 1 Eng speaking / 1 bilingual

7.1

		No.	%
I	A	___	___
I	B	9	50
II	A	9	50
II	B	___	___
II_1	A	___	___
II_1	B	___	___
	A	9	50
	B	9	50
	N	18	

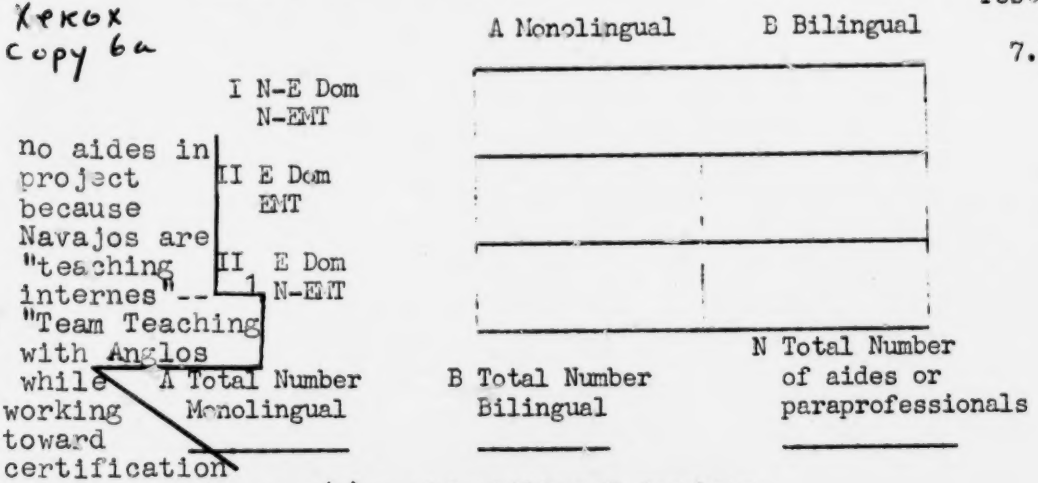
Feb. '71 (March 13) Progress Report p.2 Cont 71, p.1

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)
1 X Language dominance not specified
2 X Mother tongue not specified
3 X Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

p.10, Audit '70

Xerox copy 6a


A Monolingual
B Bilingual
I N-E Dom
N-EMT
II E Dom
EMT
II E Dom
N-EMT
no aides in project because Navajos are "teaching internes" -- "Team Teaching with Anglos while working toward certification
A Total Number Monolingual
B Total Number Bilingual
N Total Number of aides or paraprofessionals

7.2	No.	%
I A	—	—
I B	—	—
II A	—	—
II B	—	—
II A 1	—	—
II B 1	—	—
A	—	—
B	—	—
N	—	

Xerox copy 6b

7.3 Language(s) used by bilingual teachers:
(Mark all that apply)

7.3 1-0
1 teacher in Navajo
1 in English

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
(1-0) not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program (teaching internes)
(Mark all that apply)

7.4 n.s.
if 1 probably, 1b

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

project because Navajos are "teaching internes" -- "Team Teaching with Anglos while working toward certification

II E Dom EMT

II E Dom 1 N-EMT

II B
II A
II 1 B
1
A
B
N

A Total Number Monolingual

B Total Number Bilingual

N Total Number of aides or paraprofessionals

Xerox copy 6b

7.3 Language(s) used by bilingual teachers: (Mark all that apply)

7.3 1-0
1 teacher in Navajo
1 in English

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
(1-0) not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program (teaching internes)
(Mark all that apply)

7.4 n.s.
if 1 probably, 1b

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

	A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
	Anglo	9	50	none	—	—	Anglo	Anglo	2	100
(teaching internes)	Navajo	9	50		—	—			—	—
		—	—		—	—			—	—
		—	—		—	—			—	—

0-not specified

IP, p.48 "Coordinator of Indian Education" to administer the many programs designed for public schools to meet the educa. needs of its Indian students.

Staff Development. Due to the unavailability of state certificated teachers who speak Navajo, it was necessary to hire non-certificated Navajos and place them with certificated Anglos as teacher aides, assistant teachers, or intern teachers for the first year of operation. Workshops for in-service training were created to work with bilingual education methods and materials and team teaching procedures. Subsequently, a proposal has been submitted and funded for a Career Opportunities Program, within the district. Through this program the non-certificated people, all of whom will qualify, will be able to complete degree as well as certification requirements.

While in-service training is essential to work with some elements of bilingual education, many of the teaching skills required are covered under the performance criteria developed for the education classes in the Career Opportunity Program. The Career Opportunity Program, therefore, will be used extensively in the development of staff.

The workshop experiences will consist of a three day summer program, to be held in August, in which the teachers directly involved in the bilingual program will review the successes and failures of the preceding year, review innovations in the field, plan for the coming year, and modify and create materials and procedures as time will permit. Shortly after the beginning of the 1970-71 school year a weekend workshop will be held. The timing on this workshop is deliberate so as to meet with the teachers after they have met the students and have identified some of the problems of the years activities. Following an evaluation of the program in November, 1970, and in February, 1971, weekend workshops will be held to review progress and make appropriate modifications to ensure the achievement of the objectives. The bulk of the on-going teacher training, however, will be handled in cooperation with the Brigham Young University personnel through the Career Opportunity Program.

Team Teaching in Bilingual Classrooms. At the time of this writing no empirical data have been collected which can be used for comparison purposes. The basic evaluation design is a pre-test/post-test control-experimental design and only the pre-testing has been completed. The following progress report, therefore, is based on subjective observation. The teachers for the bilingual classrooms had an opportunity to become acquainted with each other and to plan for their classes before the opening of school. They had spent two days with the children in their respective classrooms prior to the workshop experience. In preparation for the workshop the teachers were assigned the following objectives:

I. Become acquainted with each student in her class by:

   A. Learning the name of each child in the class and being able to associate the name with the person.

   B. Having held a private conference with each child and having demonstrated that she is beginning to build a positive relationship with the child. The latter will be accomplished by doing something for the child to show that the teacher cares for him.

   C. Determining which of the children should be taught principally in the Navajo language and which should be taught in the English language.

II. Become acquainted with the desired curriculum and the necessary and available materials within her own classroom by:

   A. Tentatively identifying the broad objectives to be reached during the year and by having formulated broad plans for achieving the objectives.

   B. Having identified, collected and brought to the workshop pertinent curriculum materials which relate to Navajo-Anglo bilingual education.

III. Become acquainted with ways to build parent-teacher relationships by:

   A. Having identified in writing one activity that can be conducted with a group of parents for the purpose of building parent-teacher relationships.

   B. Having identified in writing at least two things she will do with each parent individually to build parent-teacher relationships.

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community 5
and % 50+ of total N-EMT teachers.

7.6 No. 5 % 56

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students:
indicate specific percent on the blank, or if specified descriptively.

A = teachers
B = aides

1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.7 No. % A 9 — B — —

7.8 Teacher Qualifications - Training prior to project
(Indicate number of teachers with each qualification, if given)

7.8 17 / 16 no.'s 9 / 9

n.s.-qualifications not specified
0-previous courses not specified
1. teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3. previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
4. previous teaching in local area
5. courses in N-EMT language structure and usage
6. courses in N-E literature
7. content (e.g. Social Studies) courses learned through N-EMT
8. any previous education through N-EMT
9. courses in teaching ESL
10. courses in methods of teaching N-EMT language
11. courses in methods of teaching content (e.g. math)in N-EMT
12. certification in ESL
13. certification in teaching N-EMT
14. cross cultural courses
15. courses in the cultural heritage, values, deep culture of N-EMT
16. other qualifications, specify
17--X--license required or work towards certification & degree

8.0 STAFF DEVELOPMENT See Xerox 6a (16)

8.1 A 2,3,4,5
C. 1,2,4,5

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Anglos & certified	C. For ~~Para-professionals~~ Navajo teacher-internes (uncertified)
n.s.-Training indicated, but nature not specified		
(1) English as their second language		X
(2) The teaching of English as a second language	X	X
(3) X as their second language	X	
(4) The teaching of X as a second language	X	X

4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training prior to project (Indicate number of teachers with each qualification, if given) 7.8 17 / 16 — no.'s 9 / 9

n.s.-qualifications not spcified
0-previous courses not specified
1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3. ___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
4. ___ previous teaching in local area
5. ___ courses in N-EMT language structure and usage
6. ___ courses in N-E literature
7. ___ content (e.g. Social Studies) courses learned through N-EMT
8. ___ any previous education through N-EMT
9. ___ courses in teaching ESL
10. ___ courses in methods of teaching N-EMT language
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT
16. ___ other qualifications, specify
17--X--license required or work towards certification & degree

8.0 STAFF DEVELOPMENT See Xerox 6a (16)

8.1 A 2,3,4,5
C. 1,2,4,5

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers Anglos & certified	C. For ~~Para-professionals~~ Navajo teacher-internes(uncertified)
n.s.-Training indicated, but nature not specified	___	___
(1) English as their second language	___	X
(2) The teaching of English as a second language	X	X
(3) X as their second language	X	___
(4) The teaching of X as a second language	X	X
(5) Methods of teaching other academic subjects	X	X
6-Methods of teaching other academic subjects in X language	___	___

p.27

8.2 Stated goals of teacher training are: 8.2 I 1,3,4,7,8,9,10 II NS

	Students I N-EMT	Students II EMT
(1) Understanding of socio-cultural values and practices of ___	X	___
2-Cross-cultural training ___	___	___
(3) Sensitivity to ethnocentricism and linguistic snobbery ___	X	___
(4) Awareness of the social-emotional development of ___	X	___
5-Strategies for accomodating the different learning styles of ___	___	___
6-Strategies for cognitive development of ___	___	___
(7) Strategies for reinforcing the self-esteem of ___	X	___
(8) Methods of cross-cultural teaching or teaching the bicultural component ___	X	___
(9) Formulation of pupil performance objectives ___	X	___
(10) Methods of evaluation of pupil performance objectives ___	X	___

List specific courses if given (or Xerox and attach)

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 1,3

(1)-courses
2-experiential, teaching supervised by master teacher
(3)-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachers for feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify)

8.4 Project provides released time to teachers and ~~paraproffesionals~~ teacher interns for joint lesson planning: (1-yes) 0- not mentioned 8.4 1

8.5 Project provides for ~~paraprofessionals~~ teacher interns to receive course credit toward eventual certification: (1-yes) 0-not mentioned 8.5 1
How? (specify) Brigham Young U.

8.6 Paraprofessional's role: 8.6 1,2,3,6

(1)-teaching whole class
(2)-teaching small groups
(3)-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
(6)-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 1 B 1

(mark all that apply)	A for teachers	B for aides
0-not specified	___	___
(1)-University faculty	X	X
2-project's Master Teachers	___	___
3-project's teachers	___	___
4-other (specify)	___	___

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1	9	100
2	9	100
3	9	100

1-bilingual
2-bicultural
3-N-EMT (specify background)

8.9 Training is provided: 8.9 1,2
(1)-during a summer session
(2)-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A 2 B 5 NS

A 1-approximately equivalent to a college course
(2)-more than one course 30 hrs/yr.
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly
9 semester hrs per semester plus 12 semester hrs during summer

8.11 Number and Proportion of teachers attending training: 8.11

	no.	%
	9	92

or: if specified descriptively, indicate:

8.5 Project provides for ~~paraprofessionals~~ teacher interns to receive course credit toward eventual certification: (1-yes) 0-not mentioned — 8.5 1
How? (specify) Brigham Young U.

8.6 Paraprofessional's role: — 8.6 1,2,3,6

(1)-teaching whole class
(2)-teaching small groups
(3)-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
(6)-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) — 8.7 A 1, B 1

	A for teachers	B for aides
0-not specified	___	___
(1)-University faculty	X	X
2-project's Master Teachers	___	___
3-project's teachers	___	___
4-other (specify)	___	___

8.8 Number and Proportion of personnel giving teacher training who are: — 8.8

	no.	%
1	9	100
2	9	100
3	9	100

1-bilingual
2-bicultural
3-N-EMT (specify background)

8.9 Training is provided: — 8.9 1,2
(1)-during a summer session
(2)-during the academic year
3-other (specify)

8.10 Extent of training: — 8.10 A 2, B 5 Ns

A
1-approximately equivalent to a college course
(2)-more than one course 30 hrs/yr.
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly
9 semester hrs per semester plus 12 semester hrs during summer

8.11 Number and Proportion of teachers attending training: — 8.11 9 92

	or: if specified descriptively, indicate:
0-not specified	6-most
1-100%	7-many
2-more than 75%	8-few
3-50-74%	9-other (specify) 13 of 14 teachers
4-25-50%	
5-1-24%	

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) — 9.1 4,6,9

0-not mentioned
IP, p.41 1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

(4)-prior to participation in bilingual project
5-after project training
(6)-after participation for a period of time in project

7-through a questionnaire
8-other (specify) _____
(9)-orally IP, pp. 41,42

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
(1)-team teaching
2-cluster teaching
3-shared resource teacher
4-other (specify) _____

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify)_____

10.1 1

10.2 1 or 1 Anglo-1 Navajo team

10.3 Average number of pupils per class: 10.3 20
0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 1
0-not specified

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas: 10.5 1
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 2,3,5
1-individually
(2)-in small groups
0-not specified

by: (3)-teacher
4-special remedial teacher
(5)-paraprofessional) +teacher intern
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

see Xerox 9d

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I	II	II_1
	.E DOM NENT	E DOM EMT	E DOM NENT
0-not specified how long			
1-as the alternative language of learning for as long as desired	____	____	____
(2)-as the medium of instruction for special subject matter (e.g. cultural heritage)	X	X	____
* (3)-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	X	____	____

11.1 I 2,3
II 2
II_1 _____

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 6

0-not mentioned
if for a particular number of years: see xerox 18 b
1 2 3 4 5 (6) 7 8 9 10 11

0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 1
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 1
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 2,3,5
1-individually
(2)-in small groups
0-not specified

by: (3)-teacher
4-special remedial teacher
(5)-paraprofessional) teacher intern
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

see Xerox 9a

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I NE DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	----	----	----
(2)-as the medium of instruction for special subject matter (e.g. cultural heritage)	X	X	----
* (3)-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	X	----	----

11.1 I 2,3
II 2
II_1 ----

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 6

0-not mentioned
if for a particular number of years: see xerox 18 b
1 2 3 4 5 (6) 7 8 9 10 11

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

Cultural Heritage "Navajo lang. will be offered in H.S. only for English speaking kids", cultural heritage (projected) for both Navajo & Anglo in Navajo. "English is a content subject to be mastered."

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I-14 & 15
code: C= N.A. (if no EMT) 13= 14= 15 = individualized II-" "
II_1----

for each group	N.A.	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
II E DOM	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
II_1 E DOM/NEMT	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

*3(11.0)--"...individualized learning sequence adapted to the needs of each child. For some, the instructional lang. initially will be English only, for others it will be Navajo only, for others it will be a combination. It is planned that this will change individually for each student so that eventually all instruction will be in English." IF, p.1

Question 11.0

Instructional Program

Project Objectives

The major objectives of the project fall into four general categories and have been stated behaviorally in the project proposal. The first objective was to provide instruction in all subject matter areas in the language the child understands best in order to prevent retardation in academic areas while the student learns the language of the unfamiliar culture. The second objective was to build a positive self-image of all children enrolled in the project school by providing lessons concerning the heritage of the Navajo people and developing a bicultural approach to education in which the teachers furnish models of successful cultural syntheses. The third objective was to develop closer communication and mutual understanding between parents and teachers, especially if teachers and parents were of different cultures. The fourth objective was the development of a curriculum which reflects the needs of a people with a rich cultural heritage who are forced to make accommodations to the economics of another culture. The development of techniques and materials to be used in the classroom was a part of this objective.

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not specified	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I N-E DOM	---	---	---	X	---	---	---	0
II E-DOM - EMT	---	---	---	---	X	---	---	0
II$_1$ E-DOM/NEMT	---	---	---	---	X	---	---	0

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 4-6
I$_2$ 7-9
II 7-9

11.5 Second language learning for English dominant students is projected through grade:

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT	---	---	---	---	---	---	---	---	---	---	---	---	---	x
II$_1$ N-EMT/E Dom	---	---	---	---	---	---	---	---	---	---	---	---	---	x

11.5 I$_2$ 12
II 12

a class in the Navajo lang. will be added in the H.S.

11.6 Learning in their native language for Non-English dominant students is projected through grade:

O=not specified/Grade	1	2	3	4	5	6	7	8	9	10	11	12

11.6 8

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is: 30-75 min/day in Eng. (formal study) depending on grade IP, p.15

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
~~PreK~~	250	300	M,S,SS	Pre K 75-89
1	250	300	M,S,SS	1 65-75
2	150	300	M,S,SS	2 50-74
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. (inf) = not applicable, no N-EMT, E dom students

	11.10 Min. per day	Total Min. per	11.11 Subjects taught	11.12 % of time per day of

11.5 Second language learning for English dominant students is projected through grade: 11.5 I 2 12.. II 12.

code:	00 if no E/T	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II E/T	...	...	...	...	...	...	...	...	...	...	...	...	...	x
II N-E/T/E Dom	...	...	...	...	...	...	...	...	...	...	...	...	...	x

a class in the Navajo lang. will be added in the H.S.

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 8

0=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-E/T students who are N-E dominant is: 30-75 min/day in Eng. (formal study) depending on grade IP, p.15

code: 0=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-E/T	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-E/T
~~PreK~~	250	300	M,S,SS	Pre K 75-89
1	250	300	M,S,SS	1 65-75
2	150	300	M,S,SS	2 50-74
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-E/T students who are English dominant is:

code: 0 = not specified N.A. (inf) = not applicable, no N-E/T, E dom students

	11.10 Min. per day of instruction through N-E/T	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-E/T
PreK				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language

11.13 2 way

0-no English Mother tongue students

2-Instruction for all students in both languages

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English MT students varies with individual needs of students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in ~~native~~ second lang.	11.16 % of time per day of instruction through N-EMT
PreK	50	300	Oral Lang.	Pre K 0-25
1	100	300	Lang, Reading, M	1 25-40
2	150	300	S, SS, Reading	2 50-60
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 2,5

0-not specified

1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.

(2)-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.

3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.

4-the teacher uses only one language; however, the aide or para-professional uses another during the same class period; students may use either.

(5)-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.

6-constant switching from one language to another by teacher during lesson.

7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.

8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

	Min. per day of instruction through N-EMT	Total min. per day of any instruction	Subjects taught in native lang.	% of time per day of instruction through N-EMT
PreK	50	300	Oral Lang.	Pre K 0-25
1	100	300	Lang, Reading, M	1 25-40
2	150	300	S, SS, Reading	2 50-60
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 2,5

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
(2)-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
(5)-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 ~~1~~ ~~2a~~

(1)-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

(2)-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

(2a)-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

ALM* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:					13.1 IB 2 IIB 2
1-concurrently with dominant language listening-speaking skills		---		---	
(2)-after a specified level of competency achieved in listening-speaking skills in dominant language		X		X	
3-a specified period of time after listening-speaking skills in dominant language taught		---		---	
4-before any specified level of listening-speaking competence achieved in dominant language		---		---	
13.2 ALM sequence followed:					13.2 IA 1 IB 1 IIA 1 IIB 1
(1)-Listening-speaking proficiency precedes introduction of reading	X	X	X	X	
2-Reading is taught concurrently with listening-speaking skills	---	---	---	---	
3-Learning to read overlaps learning of listening-speaking skills	---	---	---	---	
4-There is some overlap between learning to read and to write	---	---	---	---	
13.3 Listening-speaking proficiency determined by:					13.3 IA 2

t negative, declarative to interrogative, active to passive.

5-C [illegible] Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

ALM* Language Skills Sequence
(Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:					13.1 IB 2 IIB 2
1-concurrently with dominant language listening-speaking skills		---		---	
(2)-after a specified level of competency achieved in listening-speaking skills in dominant language		X		X	
3-a specified period of time after listening-speaking skills in dominant language taught		---		---	
4-before any specified level of listening-speaking competence achieved in dominant language		---		---	
13.2 ALM sequence followed:					13.2 IA 1 IB 1 IIA 1 IIB 1
(1)-Listening-speaking proficiency precedes introduction of reading	X	X	X	X	
2-Reading is taught concurrently with listening-speaking skills	---	---	---	---	
3-Learning to read overlaps learning of listening-speaking skills	---	---	---	---	
4-There is some overlap between learning to read and to write	---	---	---	---	
13.3 Listening-speaking proficiency determined by:					13.3 IA 2 IB 1,2 IIA 1,2 IIB NS
(1)-measure of listening-speaking proficiency		X	X	NA	
(2)-informal assessment by teacher	X	X	X	NA	
13.4 Second language reading skills are learned:	Reading in Navajo not taught				13.4 IB 5 IIB 5
1-concurrently with learning to read in dominant language		NA		NA	
2-after a specified level of dominant language reading competence achievement		---		---	
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)		---		---	
4-before learning to read in dominant language		---		---	
5-not taught in Navajo					

	I Non Eng dom students A dom lang	I B second lang	II Eng dom students A dom lang	II B second lang	
	reading & writing not taught in Navajo				
13.5 Reading is introduced: (A)-individually, when child is ready or at a specific time during grade: K	NA	A	A	___	13.5 IA NA, IB A, IIA A, IIB NA
1	___	___	___	___	
2	___	___	___	___	
3	___	___	___	___	
13.6 Reading readiness is determined by: (1)-test of reading readiness	___	1	1	___	13.6 IA NA, IB 1, IIA 1, IIB NA
2-informal teacher assessment	___	___	___	___	
13.7 Grade level reading is expected: (1)-in first grade	___	pre-first 1		___	13.7 IA NA, IB 4, IIA 1, IIB NA
2-in second grade	___	2	2	___	
3-in third grade	___	3	3	___	
4-in fourth grade	___	4	4	___	
5-in fifth grade	___	5	5	___	
6-in sixth grade	___	6	6	___	
7-other (specify)	___	___	___	___	

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB 1, IIB 1

1-in the first grade	1	1
2-second grade	2	2
3-third grade	3	3
4-fourth grade	4	4
5-fifth grade	5	5
6-sixth grade	6	6
7-other (specify)		

achieve equal to or surpass control group

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 1, II 1

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for ~~English-speaking~~ students; the second language is not used as a medium of instruction for other subjects.	X	X
~~2~~-Second language learning is ~~both~~ a separate subject ~~and also a medium of instruction for other subjects~~.	___	___
3-Second language learning is always integrated with the learning of course		

13.6 Reading readiness is determined by:

(1)-test of reading readiness	___	1	1	___	13.6 IA NA
2-informal teacher assessment	___	___	___	___	IB 1
					IIA 1
					IIB NA

13.7 Grade level reading is expected:

(1)-in first grade	___	pre-first	1	___	13.7 IA NA
2-in second grade	___	2	2	___	IB 4
3-in third grade	___	3	3	___	IIA 1
4-in fourth grade	___	4	4	___	IIB NA
5-in fifth grade	___	5	5	___	
6-in sixth grade	___	6	6	___	
7-other (specify)	___	___	___	___	

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB 1 IIB 1

1-in the first grade	1	1
2-second grade	2	2
3-third grade	3	3
4-fourth grade	4	4
5-fifth grade	5	5
6-sixth grade	6	6
7-other (specify)		

achieve equal to or surpass control group

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 1 II 1

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for ~~English-speaking~~ students; the second language is not used as a medium of instruction for other subjects.	X	X
~~2-Second language learning is both a separate subject and also a medium of instruction for other subjects.~~	___	___
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.	___	___
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	___	___
5-Different academic content is taught in the second language from that which is taught in the native language.	___	___
0-not specified	___	___
6-other (specify)		

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I		II		15.0 IA 1
	Non Eng. dom. students		Eng. dom. students		IB 2
	A -in dom. lang.	B 2nd lang.	A Eng.	B 2nd lang.	IIA 2
					IIB NA
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	X	—	—	NA	
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	—	X	X	—	
3-Other (specify)	—	—	—	—	
0-Not specified	X	X	X	X	

16.0 MATERIALS

IP '69, p.14 "Visual & auditory materials will be utilized to a greater degree than reliance on the written word."

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	IB	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	—	X	X	NA
2-Basal readers	—	—	—	
3-Dialect readers	—	—	—	
4-Experience charts (stories dictated by children)	X	NS	X	

16.2 If some reading material is in the child's dialect, indicate how long it is used:

16.2 IA NA IIA NA

1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

on Audio tapes

16.1 IA 4
IB 2
IIA 2,4
IIB NA

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	X	X
2-dialog memorization	—	—
3-choral repetition	X	X
4-songs	X	X
5-programmed instruction	—	—
6-stories read to children	X	—
AUDIO VISUAL AIDES		
7-films, filmstrips	X	X

2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	—	X	X	—
3-Other (specify)	—	—	—	—
0-Not specified	X	X	X	X

IP '69, p.14 "Visual & auditory materials will be utilized to a greater degree than reliance on the written word."

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

	16.1 IA	IB	IIA	IIB	NA
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)					
2-Basal readers	—	X	X		
3-Dialect readers	—	—	—		
4-Experience charts (stories dictated by children)	X	NS	X		

16.1 IA 4
IB 2
IIA 2,4
IIB NA

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	IIA	IIB
1-Grade 1			
2-Grade 2			
3-Grade 3	on Audio tapes		
4-Beyond Grade 3			
0-not specified			

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	X	X
2-dialog memorization	—	—
3-choral repetition	X	X
4-songs	X	X
5-programmed instruction	—	—
6-stories read to children	X	X
AUDIO VISUAL AIDES		
7-films, filmstrips	X	X
8-flannel or magnetic boards	—	—
9-realia, graphic displays	X	x
10-records, tapes	X	X
11-listening centers	—	—
12-multi-media approach	X	X
Experiential:		
13-role playing	—	—
14-puppetry	—	—
15-experience charts	—	—
16-primary typewriter	—	—
17-learning through direct experience with materials e.g. Montessori	—	—
18-activity centers-chosen by child	X	X
19-other (specify)	X	X
Learning outside the classroom:		
20-field trips	X	X
21-suggested TV programs	—	—
22-other (specify)	—	—

* "Indian stories, legends, music, art & contributions in such areas as agriculture & medicine will be solicited from all sources available & screened by local Indians. Effort will be made to have recordings, writings in the native tongue, & photos of famous Indians available for student review after initial study. These activities will be used as a focal point for considerable classroom conversation and group interaction in Navajo and English. IP'69 p.17

16.4 The sources of Non-English materials and textbooks are: 16.4 3,5,6,4
(mark all that apply)
0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
(3)-developed by the project's own bilingual staff
(4)-developed by the staff of another bilingual project (specify which)
(5)-developed in conjenction with project parents
(6)-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture (specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)
4 -Rough Rock Dem. School

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document South Western Cooperative Educational Laboratory, Inc., Albuquerque, N.M.

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 9
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning IP 69, p.1
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
(9)-individualized instruction

17.2 Students are grouped for language instruction: 17.2 3A
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified
1-total class _____ _____
2-small groups (specify size) _____ _____
3-individual instruction A _____

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
0-not specified individualized learning			
1-by age	____	____	____
2-by native language			

(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)
4 -Rough Rock Dem. School

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document South Western Cooperative Educational Laboratory, Inc., Albuquerque, N.M.

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 9
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning IP 69, p.1
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
(9)-individualized instruction

17.2 Students are grouped for language instruction: 17.2 3A
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified
1-total class _____ _____
2-small groups (specify size) _____ _____
3-individual instruction A _____

17.3 Criteria for grouping:

0-not specified	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
individualized learning			
1-by age	____	____	____
2-by native language	____	____	____
3-by dominant language	____	____	____
4-by language proficiency (ex. level of reading skill)	____	____	____
n.a. not applicable (no E.dom/NEMT)	NA	NA	NA

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 no
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____
not used

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 2,3,4
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
(2)-in the acquisition of native language skills
(3)-in the acquisition of second language skills
(4)-in other academic subjects

18.3 Parent tutoring: (mark all that apply) 18.3 2,4,5,6,9

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
(2)-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
(4)-in an adult education component
(5)-in school through observation and guidance of teacher
(6)-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)
(9)-interviews with parents & students by principals & teachers, parents relate Navajo culture in class

19.0 CURRICULUM PATTERNS 19.0 4,5,8

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
(4)-small group instruction
(5)-individualized learning
6-open classroom
7-guided discovery and inquiry
(8)-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 0
0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

7-materials are provided for use in home by parents
8-other (specify)
(9)-interviews with parents & students by principals & teachers, parents relate Navajo culture in class

19.0 CURRICULUM PATTERNS 19.0 4,5,8

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
(4)-small group instruction
(5)-individualized learning
6-open classroom
7-guided discovery and inquiry
(8)-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 0

0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above) 20.2 0

0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

21.0 SELF-ESTEEM 21.0 3,4,5,19,11

Stated methods of project compenent expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
(3)-language-experience approach: students dictate stories from their own experience
see below { (4)-teacher accepts, acknowledges ideas and feelings
(5)-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #
5 -art work, play, class discussion
Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
(11)-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify) Instruction in native culture
(19)-see two attached xerox copies

22.0 LEARNING STRATEGIES → 17a-c 22.0 1

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned "situation teaching"--see attached xerox

21.0 #4-Pupils use their own language in play & learning situations
#5-Adult Navajo are used in teaching situations.
#6-Teachers will show respect & acceptance of Navajo language & culture

21.15--1. Units emphasizing Navajo cultural heritage will be prepared by teachers to develop sense of pride. 2. Units emphasizing other grps. will be prepared to give Navajos a sense of brotherhood with other cultures with similar successes & failures. 3. Instruction in Navajo will give him a sense of pride

see below
4-teacher accepts, acknowledges ideas and feelings
(5)-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #
5 -art work, play, class discussion

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:

10-pupils act as tutors for other pupils
(11)-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify) Instruction in native culture
(19)-see two attached xerox copies

22.0 LEARNING STRATEGIES → 17a - c 22.0 1

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned "situation teaching"--see attached xerox

21.0 #4-Pupils use their own language in play & learning situations
#5-Adult Navajo are used in teaching situations.
#6-Teachers will show respect & acceptance of Navajo language & culture

21.15--1. Units emphasizing Navajo cultural heritage will be prepared by teachers to develop sense of pride. 2. Units emphasizing other gps. will be prepared to give Navajos a sense of brotherhood with other cultures with similar successes & failures. 3. Instruction in Navajo will give him a sense of pride in his language. IP 69, p.31

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 3,4,5,6

1-bilingual alone
2-bilingual and bicultural
(3)-bilingual and multicultural Navajo,Spanish,Ute
0-not specified as to which of the above
(4)-an ethnic studies program is included in the bilingual program
(5)-art, posters, realia, crafts of both cultures are exhibited in the classroom
(6)-language and cultural content are integrated
7-other (specify)
"Units in Navajo history & culture will be included in the conventional social studies units at all levels." IP 69, p.1

QUESTION 22.0

LEARNING STRATEGIES

MEETING ON BILINGUAL AUDIO-VISUAL MATERIALS
TO BE PRODUCTED UNDER THE TITLE VII PROGRAM

OCTOBER 16, 1970
9:30 am-12:00 am

THOSE PRESENT:

Noe E. Coto
Coordinator Title VII
Southwest Board of Cooperative Services
Cortez, Colorado

William L. Jorgensen
Media Services
Southwest Board of Cooperative Services
Cortez, Colorado

Kent D. Tibbitts
Media Specialist
Navajo Curriculum
San Juan School District
Blanding, Utah

Lewis Singer
Cultural Advisor
Navajo Curriculum
San Juan School District
Blanding, Utah

The two bilingual programs were discussed and compared. Mr. Coto said that basically the Cortez program was to teach Spanish, Ute, and Navajo to their students. He said that all their students knew English and the project aim was to teach Utes-Ute, Spanish-Spanish and Navajos-Navajo. He also said that Anglo students would learn one of these languages along with the bi-cultural students in the class.

Mr. Coto said that there are many things that cannot be taught in two languages. He gave an example of the Navajo language. It is very difficult to teach "colors" using the Navajo language because the words for blue and green are the same. Mr. Singer said that yellow and orange are similar also. Mr. Coto felt that in this case the "situation" did not call for use of Navajo. He said that certain things can be taught in each language. These things he termed "situation." The language used would be determined by the "situation." He said that "translations" only confuse, and students can not learn both languages at once.

Mr. Coto said that he has instructed his teachers to refrain from translation explanations or instructions in the classroom because bi-lingual students

begin to depend on it too much.

Mr. Coto said that he visualized a program that would state behavioral objectives for the year and then the appropriate language would be used to teach each objective. For example: If it was decided that all Kindergarten children should be able to count to 100 at the end of the year then materials would be developed to attain this behavioral objective. If there was a little English rhyme that taught the numbers 1-5 but there was no such thing in Navajo then English Audio-Visuals would be made to teach the numbers 1-5. If Navajo folklore were being taught then the Navajo language would be used and so on.

Mr. Coto said that they only had eleven Navajo students at Rico and Egnar schools and only three of these spoke little or no English.

Mr. Jorgensen said that he had developed no audio-visual materials yet. He was primarily involved in the distribution of the more than 1,000 movie films their project had just purchased.

Mr. Coto said they did not anticipate producing any audio-visual materials in Ute. A Mr. Green had been hired to write the Ute language. Up until this time, Ute has been an oral language, and Mr. Green's time will be spend in trying to develop a written Ute language.

Mr. Tibbitts said that the problems in San Juan School District was quite different. Most of the Navajo students in the district spoke English poorly. Therefore, Navajo was used to "fill in" while the younger students were learning English. In this way, the students did not miss out on Primary School concepts while they were learning English. Mr. Tibbitts said that the district had about 560 Navajo students in Elementary alone.

San Juan School District has only a few Utes but would be interested in any

Audio-Visuals they might develop at Cortez.

Mr. Coto said he would like copies of all Audio-Visual materials made for Navajo students as they had nothing at all at the present time.

The equipment purchased for the San Juan Project was discussed and some audio-visuals which have been completed were demonstrated.

Mr. Coto pledged his support for the San Juan project. He felt that ESL was almost inseperately connected to Bilingual Education and that in order to achieve true "bilingualism" we would all have to be involved in developing Audio-Visual materials in bi-lingual productions.

to the students history and legends of the Navajo people. Teacher performance will be assessed by the bilingual specialist and the project director in the district by observation of classroom performance during instruction. Minimum levels of acceptable teacher performance will be established by the bilingual specialist, the project director, and classroom teachers in special planning sessions.

Culture and Heritage (English). Students will be able to relate selected historical events which have occurred and significant cultural norms which have arisen in the United States. Specific events and norms will be established by the bilingual specialist, the project director, and classroom teachers in planning sessions. Minimum levels of performance will be established at the same time.

Teachers will prepare and present to the students selected history and social norms of the United States. Teacher performance will be assessed by the bilingual specialist and the project director by classroom observation according to standards established by the bilingual specialist, the project director, and the bilingual teaching staff.

21.13 p 17

Self Concept. Students will demonstrate a growing acceptance of self by the degree to which they express their feelings and concerns relating to their existence in a bicultural system through creative stories, class discussions, art work, and play. Standards for growth will be established by the teacher, and she will be responsible for establishing goals for individual students and minimum levels of acceptable behavior.

The teacher will prepare and present units of instruction designed to emphasize the cultural heritage of the Navajo and the other groups to develop

23.2 Cross-cultural awareness: 23.2 1

If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox)
found in document ..., page # all
0-not mentioned

Navajo Cultural Curriculum Development
2 month Summary Report
see attached xerox 18a - I

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 1.2.3.6
0-no bicultural component mentioned
(1)-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
(2)- Historical-cultural heritage of the past--contributions to art and science
(3)-'Deep' culture: family patterns and contemporary way of life. I p.11
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
(6)-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples) (other cultures)
7-A third culture different from NEMT or EMT
8-Other (specify)

23.5 American culture is defined: 23.5 4
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words
(4)-students will be able to relate selected historical events which have occurred & significant cultural norms which have arisen in the U.S.

24.0 COMMUNITY COMPONENT

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 1,2,3,6
0-no bicultural component mentioned
(1)-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
(2)- Historical-cultural heritage of the past--contributions to art and science
(3)-'Deep' culture: family patterns and contemporary way of life. I p.11
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
(6)-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples) (other cultures)
7-A third culture different from NEMT or EMT
8-Other (specify)

23.5 American culture is defined: 23.5 4
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words
(4)-students will be able to relate selected historical events which have occurred & significant cultural norms which have arisen in the U.S.

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 1,2
0-group not specified
(1)-project children
(2)-adults of the project community
3-teachers
no-bilingual library not mentioned

Talking Library (on tapes in Navajo & English Languages)

24.2 An ethnic studies library is provided for: 24.2 1,2,3
0-group not specified
(1)-project children
(2)-adults of the project community
(3)-teachers
no-ethnic studies library not mentioned

TWO MONTH SUMMARY REPORT

Question 23.2

Cross Cultural Awareness

18a

NAVAJO CURRICULUM

AUDIO-VISUAL PROJECT

NOVEMBER 2, 1970

Introduction

By now some ideas, concepts, and problems are beginning to form in our project. This report will attempt to discuss some of these items. In our own district we have worked with the bilingual schools and have attempted to get the teachers in these schools to come up with ideas of things they want to develop. We have felt that if the teachers would put some of their own effort into the development of audio-visual presentations they would be more likely to use them; to want more like them, and also to supply additional ideas for improvement or expansion. The teachers have requested more than 25 projects to date. Some of them are small tasks and some are rather large all-year type projects. As we have developed these presentations for the teachers we have tried to evaluate the utility of the presentations and it's effectiveness on the student.

All of the other schools and school districts have been contacted as our project proposal requires. We have attempted to find out the type of programs they are involved in, their philosophy, and the objectives they have set for their programs. We have tried to determine how we may use any materials the other schools are planning or producing, and how we can augment their projects with the materials we are producing.

As we have talked with the other school officials it was apparent that the philosophy of the various curriculums were directly reflected in the type of of audio-visual programs they were pursuing. Their Audio-Visual Curriculum (A-V C)

was merely an extension of their philosophy of education. The A-V presentations they would use would reflect the objectives and teaching methods of the teachers in their schools. Their A-V C would be designed to support the established curriculum in each classroom.

There appears to be a popular trend in some of the schools in our area to establish curriculums which attempt to teach children to read Navajo. We wonder about the value of this type of curriculum. The teachers in our schools feel that there is very little value in teaching children to read Navajo. There are few books written in Navajo and even The Navajo Times, the official tribal newspaper, is written in English. Others also share this opinion. Mr. James Tomchee, a Navajo and the newly appointed school superintendent of the Shiprock Agency of the Bureau of Indian Affairs ". . . favors the teaching of Navajo language and Navajo culture to Navajo students, up to a point." [1]

But Mr. Tomchee also has this to say about bi-cultural education:

> ". . . the main emphasis should still be to give youngsters the proper skills to equip them for life in the outside world, as well as on the reservation.
>
> 'I feel that since many Navajo youngsters lack facility in speaking English we should have the Navajo language as a teaching tool, at least in the primary grades, by the time they finish the primary grades, they will have had enough English to allow discontinuance of Navajo.
>
> 'This will permit a smoother transition from one culture to another. [2]

11.1 Duration of Native language learning

This is basically the philosophy of the San Juan School District's bilingual program also. We are trying to use Navajo language as a tool in the primary grades, while the students learn English. Our audio-visual program will be designed to pursue this objective.

[1] The Navajo Times, (Window Rock, Arizona), October 29, 1970, p. 3.

[2] Ibid.

Experience to Date

Experience is beginning to indicate that we may be trying for an unrealistic phenomenon in our A-V C. Educators have assumed that it is possible to make audio-visual materials for Navajo students in the same way we make them for Anglo students and have a positive response. Audio-Visual materials as the Anglo culture perceives them are designed to have a high impact on the participants. Through the use of sound, color, movement, animation, fantasy, and gadgetry we provide a learning situation in which the student is able to use several senses to perceive a concept. The key word is perceive, and the fact is that audio-visual presentations are based on the Anglo concept of "perception."

It is a recognized fact also that the Navajo child comes from a very different culture than the Anglo, [3] so we then can safely assume that he perceives for different reasons than the Anglo student.

Most educators have a good idea of the medium to use to get Anglo students to perceive a certain concept with an audio-visual presentation. But are we certain we know what medium is best for the Navajo student? Our experience to date does not indicate an answer. The following are several incidents that illustrate this problem of perception:

> While riding with a young Navajo man in Monument Valley he brought to my attention the two medicine men far off in the distance on either side of the road. He remarked that there must be a "Sing" (Navajo Healing Ceremony) in progress near by. The small dots, ~~[illegible] the~~ road, were medicine men bringing ~~sand from the four winds~~ (directions) for use in a healing ~~[illegible]~~ ing vehicle on a dirt road, the two men ~~were barely~~ visible, and completely un-noticed by an Anglo person. Certainly the situation was not perceived by the Anglo.

barely visible from the ceremony. From a speed-

[3] Kent D. Tibbitts, "A Study of Parental Factors Affecting the Success or failure of Navajo Indian Student" (unpublished Master's thesis University of Utah, Salt Lake City, 1969.)

My two Navajo foster daughters often spot sheep herds far off on the horizons when we are riding in the reservation. Only by the use of binoculars can I determine if they are really seeing a sheep herd. They are usually right. Yet in the classroom these two girls must wear glasses to correct their myopic condition!

A 14 years old Navajo girl was assigned to a sixth grade class. She could speak very little English as she had spend all of her childhood herding sheep. Her teacher gave her some art supplies, to see if she would respond to an art project as she was not responding to any other class projects. The girl took the art paper and produced a painting of Shiprock in New Mexico that was almost a photographic replica! The most minute pinnacle was detailed in the painting.

Our first request for an audio-visual presentation was for a tape of some English words and Navajo translations and definitions. The idea seemed natural enough. Merely state the English words and then give the meanings in Navajo. When the children learned the words they should have been able to read with complete comprehension. Yet, it was found that the children did not comprehend. They knew the meanings of the words on the word list, but when they saw the same words in a story they did not know the meaning of the word. There was no transfer of knowledge, no internalization.

The above experiment and other experiments with our presentations indicate that sound recordings alone have minimal effect on the Navajo students' ability to learn from audio-visual situations. Perhaps at some future date other educators at another place and time with other students may prove us wrong. But we are doing it here and now with these students.

What all this is saying is that the Navajo student does not see (perceive) the same things that the Anglo student sees, or if they do see the same thing they often see it for different reasons. Perhaps the young girl artist saw Shiprock as an object to study, to size up, to memorize during the many hours she spent out herding sheep. Perhaps she saw it as a place to get her herd out of the sun and in some shade, a certain place to find shelter from the bitter wind, or a potential

18e

or if the goats or sheep should stray onto it's rocks. The young girls are indful of sheep because this means food, warmth, and money from the wool. They re naturally aware of the presence of the sheep even at a far off distance. They rceive the situation because of their cultural orientation, yet in the city, top lights and signs of potential danger are often hard for them to perceive. he young Navajo man observed the old medicine man because the sight was so mmon to him.

These things become the important considerations in finding ways to nvey concepts in an Audio-Visual Curriculum. What medium is natural to the avajo culture? Can we expect Navajo children to stay interested in a Sesame treet type film which is saturated with weird bangs, crashes, whistles, and pops? hese are sounds of the city, they are generated to keep the interest of noise-riented children who live in big cities. Probably the sounds in Navajo presentations should more closely represent nature. Softer sounds, sounds like the wind, he rain, the river, or of the crackling fire would not be distracting.

Is it possible to saturate the Navajo student with so many Anglo type resentations that he adjust to a different cultural perception? To some degree t may be possible, but we will probably never be able to compensate for the ubtle details with a saturation A-V C. The purpose of audio-visual presentations s to create a situation in which the senses use their maximum potential to perceive certain concept. If one of the senses is being distorted by odd or unfamiliar ounds and sights then the optimum condition is not being attained.

All of these considerations and experiences will become part of the type f A-V C we will pursue in the future.

The Various School Philosophies

As we have contacted the various schools and school districts involved

18 f

lingual education we have found a great deal of difference in their basic philosophies of education. Much of this is the result of the diligent efforts of local educators to meet the individual needs of the students in their own areas.

In order to illustrate these differences, as we see them, each school, agency or district curriculum [redacted] as a model. We are in no way attempting to judge the worth or value of the system with these models. This is merely offered to show the difference and to indicate the motivation and justification for each curriculum. Some exchange of materials will be possible but probably only on a limited basis at this point.

In the models each culture (Anglo and Navajo) is represented by a continuum line. The dotted and solid continuum lines indicate the relative importance or stress placed on the two cultures in each school's curriculum. A solid line indicates that more stress is placed on that culture in the curriculum. A dotted line indicates that less importance is being placed on that culture in the curriculum. A dotted line does not mean that a culture is being ignored or down graded in the school, only that it's relative value seems to be less.

Washington D. C.

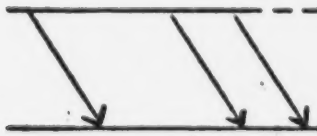
Navajo _____

Anglo _____

The program as required by the U. S. Office of Education would have two curriculums of equal value. Everything that is in the English language should be in the Navajo language. Each curriculum would parallel each other in all things.

San Juan

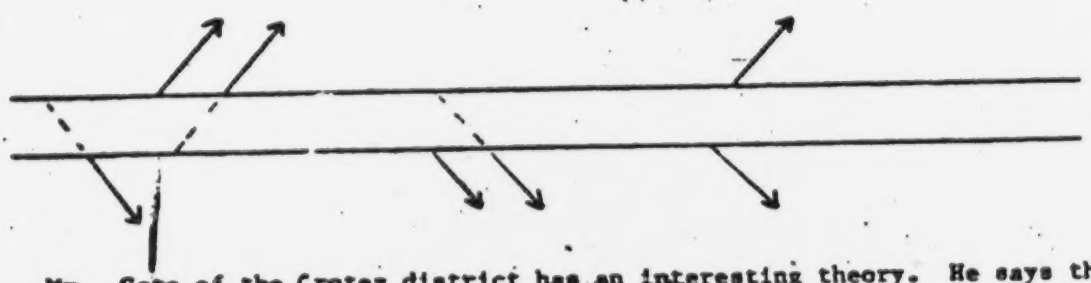
Navajo _____ -



Anglo _____

. Basically the San Juan philosophy of bilingual education is to use Navajo language to help youngsters fill in the "gaps" while they are learning English language. Then as they emerge in intermediate grades with some English aking ability they also have some basic concepts with which to work. San Juan achers achnowledge the Navajo culture, but feel they must spend much of their forts in preparing the students to cope with the world about them.

rtez



Mr. Coto of the Crotez district has an interesting theory. He says that we must use the appropriate language to teach the appropriate concepts. He calls these language-concepts correlations a "situation." Each situation calls for the teaching of that specific concept in the appropriate language. There may be some basic concepts that are common to both cultures, but at this point the concepts crescendo and never come together or even parallel. We may teach a child to count to ten in both languages (a basic concept with a common point) but past this point each culture goes it's own way. We don't teach Addition in Navajo, and we don't figure up Navajo Rug Weaving patterns in English.

Rough Rock

Rough Rock is a Tribal school and has a strong emphasis on Navajo culture and tradition. They have a strong emphasis on teaching their students to read the Navajo language. At some point in the students' progress they are transfered from a Navajo curriculum to an Anglo curriculum. However, the emphasis on the Navajo

lture remains predominate in the curriculum.

The Navajo Kindergarten at Window Rock is run on the same idea as the ugh Rock School.

RECTION OF THE VARIOUS SCHOOLS INVOLVED

Rough Rock is going to use video tape to make their presentations. at what Rough Rock is going to produce apparently has not been decided yet. rtez has purchased over a thousand movies for which they are developing a brary system. Cortez is also going to write a Ute Language Handbook. ndow Rock is making no audio-visual presentations that we know of yet. Grants, w Mexico is not planning any Audio-Visual presentations in Navajo. San Juan going to continue developing Audio-Visual units and presentations as requested their teachers.

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 3,6,7, 10

0-method not specified
no-no provision for informing community
1 · bilingual newsletter
2· monolingual newsletter
(3)-news sent to mass media.
4-if articles included with project, check 4
5-bilingual fliers sent home
(6)-formal meetings
(7)-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
(10)-other (specify)
11-project director personally involved in program dissemination. specify how
10-two liaison persons, school visits

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 9,5

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
(5)-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify) parents help develop curriculum (particularly Navajo Culture) p.33
8-project director personally seeks involvement of community in program. specify how
(9)-Navajos give talks on culture on request. p.30

24.5 The school keeps informed about community interests, events and problems through: 24.5 1,6

no-no mention of school seeking to be informed about community
(1)-meetings open to the entire community conducted in both languages
2-community representatives tc the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified
(6)-liaison persons

24.6 The school is open to the community through: 24.6 4

0-not mentioned

7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
(10)-other (specify)
11-project director personally involved in program dissemination. specify how
10-two liaison persons, school visits

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 9,5
0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
(5)-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify) parents help develop curriculum (particularly Navajo Culture) p.33
8-project director personally seeks involvement of community in program. specify how
(9)-Navajos give talks on culture on request. p.30

24.5 The school keeps informed about community interests, events and problems through: 24.5 1,6
no-no mention of school seeking to be informed about community
(1)-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified
(6)-liaison persons

24.6 The school is open to the community through: 24.6 4
0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)
(4)-class visitation by parents

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1,6
(1)-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
(6)-visitors to observe the program

25.2 Project's impact: 25.2 3

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
(3)-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 1,2

0-not mentioned
(1)-published measures
(2)-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 2

0-not mentioned
no-never
1-once or twice during the year
(2)-more than twice each year
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 2

0-not mentioned
no-never
1-once or twice during year
(2)-more than twice each year
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 1
(1)-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1,3,5,7
(1)-Pre-tests have been given to project group or sample
2- " will be " "
(3)-Post-tests have been given to project group or sample
4- " will be " "
(5)-Pre-tests have been given to comparison group
6- " will be " "
(7)-Post-tests have been given to comparison group
8- " will be " "